**Name:** Jane Nitschke **Age/Grade Level**: Grade 10

**Subject Area(s):** Language Arts **Unit Title**: Unwrapping Poetry

**Lesson Title**: How do we unwrap a poem? **Estimated Time**: 55 minutes

**Purpose/Rationale for lesson:** Even before they begin the lesson, many students think poetry is boring or scary. This class is to introduce terms, make poetry less intimidating, and make a connection between poetry and the feelings they have when they see a wrapped present and know it is for them.

**Curriculum Framing Questions:**

* **Essential Question**: How do we make literature relevant through exploration?
* **Unit Question**: Which tools do poets provide to help us discover meaning in their poems?
* **Lesson or Content Question**(s): What is a poem? What are literary devices? What is form? What are some of the tools can we use to “unwrap” a poem?

**Goal:** Understand how poetry has layers of meaning that can be individually interpreted by recognizing and using tools provided by the author.

**Learning Objective(s):**

* Students will be able to define these terms: poem, literary device, and poetry form. (EL.HS.LI.09)
* Students will be able to understand the mechanical tools (punctuation, shape, form, grammar) authors use to impart meaning to their poetry (EL.HS.LI.06)
* Students will be able to recognize mechanical tools and use them to begin poetry interpretation. (EL.HS.LI.06)

**Curriculum Standard(s):**

* EL.HS.LI.06: Identify themes in literary texts and provide support for interpretations from the text.
* EL.HS.LI.09: Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.

**Materials Needed:**

* 7 gift wrapped boxes (one for each group of 4/5)
* One bag of Dollar Tree party favors per box.
* Vocabulary worksheet (see pages 4-5 or lesson plan)
* Definitions of poem, form, literary devices (see pages 6-8 of lesson plan)
* Examples of shape poetry, and other forms (see pages 6-8 of lesson plan)
* “Vive Noir!” by Mari Evans to put on screen or overhead, “Something Good” or “Pigs” by Robert Munsch and access to audio at http://robertmunsch.com.

**Background knowledge or skills students need prior to lesson:** Some previous introduction to poetry.

**Hook or Introduction**: A variety of brightly wrapped gifts stacked on the front table and a screen saver/looped powerpoint slide that flashes or swirls the word “poetry” in a variety of colors and styles (with caps, without, italics, fonts etc.

**Procedures:**

1. Opening discussion questions
2. **Q:** “What did you think and feel when you saw the presents? What did you think and feel when you saw the word “poetry” onscreen?”
3. **Q: “**Does anyone know what a literary device is?” (1-2 minutes)
4. Hand out vocabulary sheet (see page 4-5 of lesson plan) and explain unit plan. Define literary device (see page 6 of lesson plan). Tell them that these literary devices and terms will be defined in class and they are to fill it out as we move through the unit. (2 minutes)
5. Break students into small groups of 4-5. Hand out one wrapped gift per group and ask each small group to discuss and write down words to describe what they see. Do not open. Have 3-4 volunteers go to the board and let the students call out the words all at the same time. Volunteers will try to get them all on the board(s) as they hear them. Do the same exercise when they open the box. What do they see? Write on board. (5-8 minutes)
6. Questions for discussion:Did any volunteer hear all the words? Did all the words get written down? Are descriptors all the same? Is any descriptor or group of descriptors “right” or “wrong?” Suggest descriptors they didn’t mention (gift, surprise, present, pretty) (2-3 minutes)
7. Explain that they will now do the same thing with a poem that they did with a present.
8. **Q**: how do you define poetry? Type definitions on the screen underneath a dictionary definition. See how they compare, how we can combine them so there is a class definition that includes the dictionary wording. (5 minutes)
9. Put example of shape poetry online and ask “what do you see?” Introduce definition of poetry form and give examples that they may recognize (see page 6-8 of lesson plan. (2-3 minutes)
10. Make the connection between the gift and a poem: Outside of the gift is what we see before we read a poem: form, shape, punctuation, grammar, capitalization, spaces, grouping, stanza. Everything inside the box that hides the gift and has to be opened before the gift is revealed are the literary devices like those on their handout that they will learn about later in the week. The gift inside the box (dollar tree party favors) is the meaning we receive from a poem. All gifts/poems are not the same and many poems are meant to be shared just like each group will share their gift at the end of class. (5-10 minutes)
11. In small groups tell each group that they will look at a section of a poem but not read it. Put “Vive Noir” by Mari Evans onscreen. (Have the poem divided into sections and different groups can look at different sections.) Ask them to discuss what they “see” not what they “read.” Put prompts on the board like: Punctuation? Capitalization? Shape? Spaces? Form? Verb tense? Walk around during group lesson and give prompts, answer questions, ask questions. (5-8 minutes)
12. Have the students read their section of the poem and discuss if mechanics of poem added or changed how they read the poem. What would happen to the poem’s meaning if they changed something (capitalized every “I,” added commas, changed shape) (5-8 minutes)
13. IF THERE IS TIME: talk about reading versus hearing something read out loud. Put up two-three pages of Robert Munsch story (“Pigs” or “Something Good”) without illustrations for the class to read, then go to <http://robertmunsch.com> and listen to those pages being read by the author. (3 minutes)
14. Discuss how meaning changes when we hear someone put emotion into their voice or emphasize words differently. Discuss how another way to understand poetry better is to read it out loud. Students/teacher can read Mari Evan’s poem—lines 81-95—in different ways (humor, anger, question, sadness). Small groups discuss how different readings made them feel. Which way is right? Which way is wrong? (rest of class)
15. **CLOSING:** Remind group that terms and class definition of form and poetry will be on the wiki pages. Tell them to look over tomorrow’s vocabulary words. Let them share their “gift.”

**Differentiation/Accommodation**

* Provide poems that vary in level of understanding. (easy to difficult)
* Students who do not grasp terms can meet with me independently for more clarification during class (when I am walking around listening) or during lunch and before/after school. They can also ask a peer for an explanation.
* Focus is to make sure students can identify mechanics of poem and understand how words can change meaning if you read them out loud.
* For students who are TAG, they can work on Mari Evan’s entire poem, not just their part, and if they want begin to recognize literary devices they know and mark them on the poem.
* Student with ADHD may be one of the board volunteers so there is some movement during the activity.

**Attention to Literacy:** Introducing the idea that there are more than words when you interpret a poem. Discuss mechanics of poetry and introduce literary devices. Offer alternatives to reading silently.

**Closure:** Remind students that terms and class definition of form, poetry, and literary term will be put on the class wiki page. Let them share their gift.

**Assessment and Evaluation of Student Learning:**

* By monitoring group discussion during small group I will be able to determine if students grasp the concepts and are able to do the activity. Ask questions, answer questions.
* Check definitions different students have written in their vocabulary sheet. Remind students to fill those out—ask questions, answer questions

“Unwrapping Poetry” Vocabulary Worksheet

Over the next unit, you will be learning poetry vocabulary. During and after each lesson, create definitions for these terms based on information you have gathered in class.

**Lesson 1: Unwrapping a Poem**

Poem

Form

Literary Devices:

**Lesson 2: Scansion:**

Foot

Meter

(Monometer, Dimeter, Trimeter, Tetrameter, Pentameter, Hexameter, Heptameter)

Iamb

Trochee

Dactyl

Anapest

Pyrrhic

Spondee

**Lesson 3: Comparisons**

Metaphor

Simile

**Lesson 4: Imagery**

Imagery

Symbolism

**Lesson 5: Rhythm**

Rhyme

Rhyme scheme

Enjambment

Villanelle

Shakespearean/Petrarchan Sonnet

Couplet,

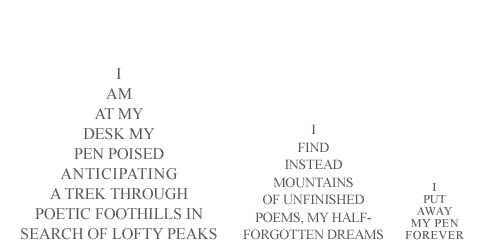
Tercet

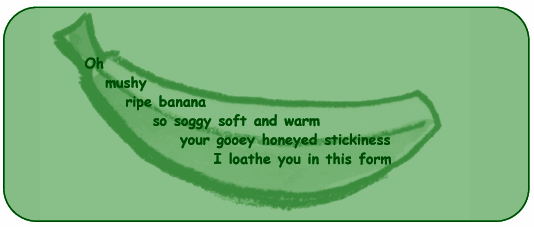
Quatrain

LITERARY DEVICES: **Literary devices** are common structures used in writing. They are sometimes divided into literary elements which you use when you read or write a story. Things like plot, protagonist, theme etc. The other term is the one we are focusing on in this unit. Literary devices that are literary techniques are deliberately used by an author to express meaning. It is like using colored ink to give more depth and meaning to a black and white picture. In poetry, literary devices add color and meaning to poems. Sometimes these devices are only two or three words but they contain an entire paragraph of meaning. (Use example allegory: the old “Red, White, and Blue” stands for the United States and Democracy) You will be learning more about these individual devices as we work through this unit.

POETRY FORM: Differing styles of poems that exist. Many forms are based on rhythm patterns, sounds, or accent. There are more than 40 types of poetry. Here are some examples of different poetry forms.

**Shape poetry**





http://www.sustainweb.org/g5cp/s3\_e14.htm

**Rhyming poem**

The Sick Note

I visited the surgery  
To request a sick note.  
Under diagnosis,  
The good doctor wrote  
'Valetudinarianism'.

'An affliction, with such a description.  
Surely', I say, 'I'm due a prescription.'

The good doctor concurs,  
But writes just three words  
'Buy a dictionary'.

(<http://www.funny-poems.co.uk/kids/family-poetry/f10-sick.asp>)

**Haiku:** Haiku poems consist of 3 lines.  The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables.  The lines rarely rhyme.

**A Rainbow**

An old silent pond...

A frog jumps into the pond,

splash! Silence again.

 by Basho (1644-1694)

Over the wintry

forest, winds howl in  rage

with no leaves to blow.

by Soseki (1275-1351)

**ABC poem - author unknown**   
An ABC poem has 5 lines that create a mood, picture, or feeling. Lines 1 through 4 are made up of words, phrases or clauses - and the first word of each line is in alphabetical order from the first word. Line 5 is one sentence, beginning with any letter.  
A lthough things are not perfect  
B ecause of trial or pain  
C ontinue in thanksgiving  
D o not begin to blame  
E ven when the times are hard  
F ierce winds are bound to blow

**Limerick;** A limerick is a five-line poem written with one couplet and one triplet.

A flea and a fly in a flue

Were caught, so what could they do?

Said the fly, "Let us flee."

"Let us fly," said the flea.

So they flew through a flaw in the flue.

-Anonymous

**Sonne**t:

English (or Shakespearean) sonnets are lyric poems that are 14 lines long falling into three coordinate quatrains and a concluding [couplet](http://www.types-of-poetry.org.uk/15-couplet-poetry-type.htm).

**Sonnet 43**   
**By Elizabeth Barrett Browning**

How do I love thee? Let me count the ways.   
I love thee to the depth and breadth and height   
My soul can reach, when feeling out of sight   
For the ends of Being and ideal Grace.   
I love thee to the level of everyday's   
Most quiet need, by sun and candle-light.   
I love thee freely, as men strive for Right;   
I love thee purely, as they turn from Praise.   
I love thee with the passion put to use   
In my old griefs, and with my childhood's faith.   
I love thee with a love I seemed to lose   
With my lost saints!---I love thee with the breath,   
Smiles, tears, of all my life!---and, if God choose,   
I shall but love thee better after death.